Maryland Report Card

Calvert County
2015 Progress Report

	Co	unty	Sta	ate		Cou	nty	Sta	ıte
Attendance Rate %	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:				
Middle	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	12.1	11.0	27.4	27.2
High	94.0	94.5	92.4	92.7	Advanced Professional	85.9	88.1	65.2	65.5
3					Resident Teacher	0.0	0.0	1.1	0.7
Cohort Graduation Rate%					Conditional Teacher	1.6	0.4	1.5	1.0
					% of classes NOT taught by high	ly qualifie	d teache	rs	
Class of 2014 (4-Year Rate) Class of 2014 (5-Year Rate)	≥ 95.00	94.09	88.70	86.39	All Quartiles	6.3	5.3	8.4	7.6
Class of 2014 (3-1ear Nate)	2 33.00		00.70		Elementary Low Poverty	1.3	0.5	2.9	3.0
					Elementary High Poverty	*	*	10.5	11.4
					Secondary Low Poverty	8.9	9.1	6.7	6.0
					Secondary High Poverty	*	*	17.7	15.7
		"*" inc	dicates no stu	idents or few	er than 10 students in category.				

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

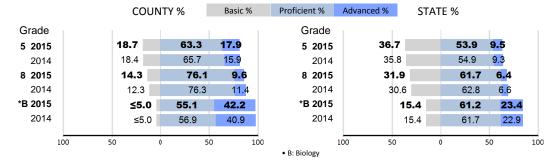
Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

MSA Proficiency Levels





Maryland School Assessment (MSA)

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Description of Proficiency Levels

Science:

information.

Basic %

Proficient %

Advanced %

supporting evidence, and responses provide little or no synthesis of

Students show they need more work to attain proficiency. They use minimal

Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Biology:

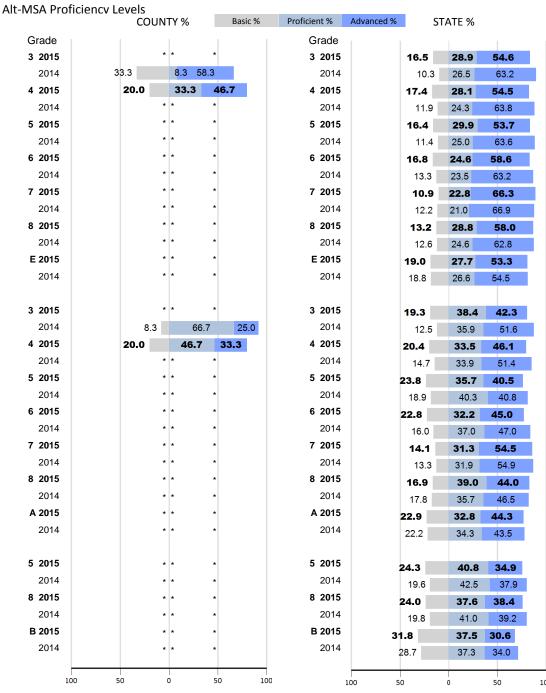
Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Reading

Mathematics



Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

Science	5 2015	* *	*	5 2015 24.3 2014	40.8 34.9	
<u>.</u>	2014			19.6 8 2015	42.5 37.9	
7		* *	*	24.0	37.6 38.4	
	2014	* *	*	2014 19.8	41.0 39.2	
	B 2015	* *	*	B 2015 31.8	37.5 30.6	
	2014	* *	*	2014 28.7	37.3 34.0	
	100	0 50 0	50 100	100 50	0 50 100	
	*Applies to Alt MSA or	nly	E: English; A: Algebr	ra/Data Analysis; B : Biology		
Basic %	*Reading: Students are unable to read a understand literature and passages of information that written for students in their grade.	comprehending grade are appropriate literature and	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects hen students to know and be able to do a this grade level.	*Algebra/Data Analysis Students show they have only partially mastered the skills and concepts define in the Maryland Algebra/Data Analysis at Core Learning Goals.		Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text writte students in their grade, and t can demonstrate the ability t understand literature and passages of information.	they written for students in their	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	data analysis skills and concepts and car		Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	they can demonstrate the abil	, and comprehend and interpret	Students show they can regularly solve complex problems in mathematics and demonstrate te superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.
_		Visit Reportcard me	de maryland gov for un-to-	date and disaggregated info	rmation. For definitions, see so	hool system report pages

PARCC Assessment Performance Results Summary - 2015

											Perfo	orma	nce l	.eve								
				Lev	el 1			Lev	el 2			Lev	el 3			Lev	el 4			Lev	el 5	
			D	id not y expect	et meet	t	Partia	lly met	expecta	tions	Appro	oached	expecta	tions	N	let exp	ectation	s	Exce	eded e	xpectati	ons
	TES	TED	Cou	unt .	%	i	Cou	ınt	%	5	Co	unt	%	6	Cou	ınt	%	6	Cou	ınt	%	<u>.</u>
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1079	65088	153	13108	14.2	20.1	180	12816	16.7	19.7	260	14322	24.1	22.0	440	21951	40.8	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	1105	63792	77	8012	7.0	12.6	138	12855	12.5	20.2	325	17329	29.4	27.2	474	20718	42.9	32.5	91	4878	8.2	7.6
English/Language Arts 5	1136	63331	91	7528	8.0	11.9	170	13204	15.0	20.8	355	17245	31.3	27.2	483	23353	42.5	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	1260	62055	92	7353	7.3	11.8	207	13429	16.4	21.6	377	18848	29.9	30.4	512	19893	40.6	32.1	72	2532	5.7	4.1
English/Language Arts 7	1259	61200	122	10536	9.7	17.2	200	11686	15.9	19.1	340	15297	27.0	25.0	469	17718	37.3	29.0	128	5963	10.2	9.7
English/Language Arts 8	1215	59335	118	10111	9.7	17.0	170	10969	14.0	18.5	318	14240	26.2	24.0	500	19839	41.2	33.4	109	4176	9.0	7.0
English/Language Arts 10	1245	55651	140	11886	11.2	21.4	201	10044	16.1	18.0	264	11628	21.2	20.9	432	15650	34.7	28.1	208	6443	16.7	11.6
Mathematics 3	1080	65594	97	9748	9.0	14.9	175	14771	16.2	22.5	258	17224	23.9	26.3	468	19600	43.3	29.9	82	4251	7.6	6.5
Mathematics 4	1108	64290	64	8870	5.8	13.8	233	18133	21.0	28.2	325	17579	29.3	27.3	458	17957	41.3	27.9	*	1751	≤5.0	2.7
Mathematics 5	1136	63828	70	8337	6.2	13.1	243	18491	21.4	29.0	367	17946	32.3	28.1	406	16441	35.7	25.8	*	2613	≤5.0	4.1
Mathematics 6	1261	62194	92	8473	7.3	13.6	314	17837	24.9	28.7	431	17552	34.2	28.2	401	16345	31.8	26.3	*	1987	≤5.0	3.2
Mathematics 7	877	55010	79	7181	9.0	13.1	290	17630	33.1	32.0	417	18528	47.5	33.7	91	11036	10.4	20.1	*	635	≤5.0	1.2
Mathematics 8	578	41166	134	11971	23.2	29.1	236	11126	40.8	27.0	176	8530	30.4	20.7	32	8056	5.5	19.6	*	1483	≤5.0	3.6
Algebra I	1335	61842	*	8047	≤5.0	13.0	324	17712	24.3	28.6	562	16757	42.1	27.1	388	18194	29.1	29.4	*	1132	≤5.0	1.8
Algebra II	1382	40580	587	13057	42.5	32.2	431	10917	31.2	26.9	274	8430	19.8	20.8	90	7820	6.5	19.3	*	356	≤5.0	0.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

18.8 26.6 54.5

	Scl	hool	Co	unty	Sta	ate	Se	chool		Count	:у	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20	14 20:	5 2	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	* 2	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 15.4	11	5 12	.1	11.0	27.4	27.2
High	*	*	94.0	94.5	92.4	92.7	Advanced Professional 84.6	88	3.5 85	.9	88.1	65.2	65.5
0							Resident Teacher 0.0	(0.0	.0	0.0	1.1	0.7
							Conditional Teacher 0.0	C	0.0 1	.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied te	achers				
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles 0.0	,	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 9	95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	k	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	k	*	*	*	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	,	STATE	%			GRADE	S	CHOOL	- %	С	OUNTY	%	5	STATE 9	%
5 2015	18.1	68.1	13.9	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	29.8	61.7	8.5	18.4	65.7	15.9	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5		54.6
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*		25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*		23.5	
												7 2015	*	*	*	*	*	*		22.8	
												2014	*	*	*	*	*	*		21.0	
												8 2015	*	*	*	*	*	*		28.8	
												2014	*	*	*	*	*	*		24.6	
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3

2014

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Barstow Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	82	15	18.3	17	20.7	18	22.0	32	39.0	*	≤5.0
English/Language Arts 4	93	12	12.9	13	14.0	36	38.7	27	29.0	5	5.4
English/Language Arts 5	72	12	16.7	12	16.7	22	30.6	25	34.7	*	≤5.0
Mathematics 3	83	10	12.0	19	22.9	20	24.1	30	36.1	*	≤5.0
Mathematics 4	94	11	11.7	26	27.7	24	25.5	32	34.0	*	≤5.0
Mathematics 5	72	8	11.1	24	33.3	24	33.3	15	20.8	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	:	Scho	ool	Cour	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 20	15	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 8.0	0	0.0	12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 92.0	0	100.0	85.9	88.1	65.2	65.5
						Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0.0	1.6	0.4	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly qual	lified	d teach	ers			
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 0	0.0	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	* ≥	95.00	3	88.70	00.55	Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty	*	*	*	*	17.7	15.7

										Secondary Low Pove Secondary High Pove			*	*	8.9 *	9.1 *	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	vels				asic %	Proficient % Advanced %	Al	t-MS/	A Prof	icienc	y Lev	els			
GRADE		CHOOL	. %		OUNT			STATE	%	GRADE	:	SCHOO	L %	С	OUNTY	′ %		STATE	
5 2015	20.0	68.8	11.3	18.7	63.3	17.9	36.7	53.9	9.5	5 20:	5 *	*	*	*	*	*	24.3	40.8	34.9
2014	25.0	64.6	10.4	18.4	65.7	15.9	35.8	54.9	9.3	20:	4 *	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4	8 20:	5 *	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6	20:	4 *	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4	В 20:	5 *	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9	20:	4 *	*	*	*	*	*	28.7	37.3	34.0
										3 20:	5 *	*	*	*	*	*	19.3	38.4	42.3
										20:	4 *	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 20:	5 *	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										20:	4 *	*	*	*	*	*	14.7	33.9	51.4
										5 20:	5 *	*	*	*	*	*	23.8	35.7	40.5
										20:	4 *	*	*	*	*	*	18.9	40.3	40.8
										6 20:	5 *	*	*	*	*	*		32.2	
										20:	4 *	*	*	*	*	*	16.0	37.0	47.0
										7 20:	5 *	*	*	*	*	*	14.1	31.3	54.5
										20:	4 *	*	*	*	*	*	13.3	31.9	54.9
										8 20:	5 *	*	*	*	*	*	16.9	39.0	44.0
										20:	4 *	*	*	*	*	*	17.8	35.7	46.5
										A 20:	5 *	*	*	*	*	*	22.9	32.8	44.3
										20:	4 *	*	*	*	*	*	22.2	34.3	43.5
										3 20:		*	*	*	*	*			54.6
										20:		*	*	33.3	8.3	58.3		26.5	
										4 20:		*	*	20.0	33.3	46.7		28.1	
										20:		*	*	*	*	*		24.3	
										5 20:		*	*	*	*	*		29.9	53.7
										20:		*	*	*	*	*		25.0	63.6
										6 20:		*	*	*	*	*			58.6
										20:		*	*	*	*	*		23.5	
										7 20:		*	*	*	*	*		22.8	66.3
										20:		*	*	*	*	*		21.0	
										8 20:		*	*	*	*	*		28.8	
										20:		*	*	*	*	*		24.6	
										E 20:		*	*	*	*	*		27.7	
										20:	4 *	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Beach Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	87	7	8.0	12	13.8	12	13.8	50	57.5	6	6.9
English/Language Arts 4	85	*	≤5.0	12	14.1	29	34.1	35	41.2	6	7.1
English/Language Arts 5	79	*	≤5.0	9	11.4	26	32.9	39	49.4	*	≤5.0
Mathematics 3	87	8	9.2	12	13.8	20	23.0	38	43.7	9	10.3
Mathematics 4	86	*	≤5.0	17	19.8	27	31.4	36	41.9	*	≤5.0
Mathematics 5	79	4	5.1	16	20.3	27	34.2	32	40.5	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	nool	Co	unty	St	ate	Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	75.1	85.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	93.2	88.3	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 25.0	14.3	12.1	11.0	27.4	27.2
High	74.9	78.7	94.0	94.5	92.4	92.7	Advanced Professional 50.0	71.4	85.9	88.1	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 25.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	d teach	ners			
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles 60.7	52.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		Elementary Low Poverty *	*	1.3	0.5	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,							Elementary High Poverty *	*	*	*	10.5	11.4
							Secondary Low Poverty *	*	8.9	9.1	6.7	6.0
							Secondary High Poverty *	*	*	*	17.7	15.7

												econdary Low Poverty econdary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %	6	Alt-	-MSA	\ Profi	icienc	v Lev	els				
GRADE		CHOOL		-	OUNTY	/ %		STATE	%			GRADE		CHOOL			OUNTY		ç	STATE	%	
5 2015	*	*	*		63.3			53.9	9.5			5 2015	*	*	*	*	*	*		40.8		
2014	*	*	*	18.4	65.7			54.9	9.3			2014	*	*	*	*	*	*			37.9	
8 2015	*	*	*		76.1			61.7	6.4			8 2015	*	*	*	*	*	*			38.4	
2014	*	*	*	12.3	76.3	11.4		62.8	6.6			2014	*	*	*	*	*	*		41.0	39.2	
*B 2015	*	*	*	≤5.0	55.1	42.2		61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
												'										
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2	
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5	
												2014	*	*	*	*	*	*	11.9	24.3	63.8	
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7	
												2014	*	*	*	*	*	*		25.0	63.6	
												6 2015	*	*	*	*	*	*		24.6	58.6	
												2014	*	*	*	*	*	*		23.5		
												7 2015	*	*	*	*	*	*		22.8		
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7	53.3	
												201/	*	*	*	*	*	*	100	766	C/I E	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Calvert Country School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro expect	ached ations	Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 7	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 10	*	*	*	*	*	*	*	*	*	*	*
Mathematics 7	*	*	*	*	*	*	*	*	*	*	*
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*
Algebra I	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	eacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 0	.0	0.0	12.1	11.0	27.4	27.2
High	*	75.3	94.0	94.5	92.4	92.7	Advanced Professional 100	.0	100.0	85.9	88.1	65.2	65.5
5							Resident Teacher 0	.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0	.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	lifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles 8	5.7	87.5	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
							Elementary High Poverty	*	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	*	*	*	*	17.7	15.7

												econdary Low Poverty econdary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %	6	Alt-	-MSA	\ Profi	icienc	v Lev	els				
GRADE		CHOOL		-	OUNTY	/ %		STATE	%			GRADE		CHOOL			OUNTY		ç	STATE	%	
5 2015	*	*	*		63.3			53.9	9.5			5 2015	*	*	*	*	*	*		40.8		
2014	*	*	*	18.4	65.7			54.9	9.3			2014	*	*	*	*	*	*			37.9	
8 2015	*	*	*		76.1			61.7	6.4			8 2015	*	*	*	*	*	*			38.4	
2014	*	*	*	12.3	76.3	11.4		62.8	6.6			2014	*	*	*	*	*	*		41.0	39.2	
*B 2015	*	*	*	≤5.0	55.1	42.2		61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
												'										
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2	
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5	
												2014	*	*	*	*	*	*	11.9	24.3	63.8	
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7	
												2014	*	*	*	*	*	*		25.0	63.6	
												6 2015	*	*	*	*	*	*		24.6	58.6	
												2014	*	*	*	*	*	*		23.5		
												7 2015	*	*	*	*	*	*		22.8		
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7	53.3	
												201/	*	*	*	*	*	*	100	766	C/I E	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Calvert County Alternative School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	*	*	*	*	*	*	*	*	*	*	*
Mathematics 6	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	:	Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	tions 20	15	2014	2015	2014	2015	2014
Elementary	94.9 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7							
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	ional 4.	5	0.0	12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	sional 95.	5	100.0	85.9	88.1	65.2	65.5
0						r 0. 0	0	0.0	0.0	0.0	1.1	0.7
						her 0. 0	0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						taught by highly qual	ifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		94.09		86.39	0	0.0	0.0	6.3	5.3	8.4	7.
Class of 2014 (5-Year Rate)	* 2	95.00		88.70		v Poverty	*	*	1.3	0.5	2.9	3.0
Class of 2014 (5-Year Rate)						h Poverty	*	*	*	*	10.5	11.
Class of 2014 (5-Year Rate)						Poverty	*	*	8.9	9.1	6.7	6.
Class of 2014 (5-Year Rate)												

										Secondary High Povert	y		*	*	*	*	17.7	15.7	•
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	(STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	9	STATE 9	%
5 2015	17.9	75.6	6.4	18.7	63.3	17.9	36.7	53.9	9.5	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	14.4	67.8	17.8	18.4	65.7	15.9	35.8	54.9	9.3	2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6	2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*			44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*			54.6
										2014	*	*	*	33.3	8.3	58.3			63.2
										4 2015	*	4	*	20.0	33.3	46.7		28.1	
										2014	*	4	*		*	*			63.8
										5 2015			Ţ	Ţ	Ţ	*		29.9	53.7
										2014	*	*	*	*	*	*			63.6
										6 2015	*	*	*	*	*	*		24.6	
										2014	*	*	*	*	*	*		23.5	
										7 2015 2014	*	*	*	*	*	*		22.8 21.0	66.3
										8 2015	*	*	*	*	*	*		28.8	
										2014	*	*	*	*	*	*		24.6	
										E 2015	*	*	*	*	*	*		27.7	
										E 2013							13.0	27.7	33.3

18.8 26.6 54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Calvert Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	80	18	22.5	12	15.0	23	28.8	24	30.0	*	≤5.0
English/Language Arts 4	93	5	5.4	17	18.3	25	26.9	39	41.9	7	7.5
English/Language Arts 5	78	4	5.1	9	11.5	30	38.5	33	42.3	*	≤5.0
Mathematics 3	80	8	10.0	19	23.8	22	27.5	27	33.8	*	≤5.0
Mathematics 4	93	*	≤5.0	23	24.7	27	29.0	37	39.8	*	≤5.0
Mathematics 5	78	*	≤5.0	15	19.2	41	52.6	19	24.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sch	nool	Co	unty	Sta	ate	S	chool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	ficates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	d Professional 17.9	15.	12.1	11.0	27.4	27.2
High	93.8	94.2	94.0	94.5	92.4	92.7	ed Professional 80.4	82.8	8 5.9	88.1	65.2	65.5
							t Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							onal Teacher 1.8	1.	7 1.6	0.4	1.5	1.0
Cohort Graduation Rate							ses NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	9	92.91		94.09		86.39	artiles 7.	7 7	.7 6. 3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	94.26	≥	95.00		88.70		ntary Low Poverty	*	* 1.3	0.5	2.9	3.0
							ntary High Poverty	*	* *	*	10.5	11.4
							dary Low Poverty	*	* 8.9	9.1	6.7	6.0
							dary High Poverty	*	* *	* *	17.7	15.7

										Secondary Low Povert Secondary High Povert			*	*	8.9 *	9.1 *	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	icienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	/ %	:	STATE	%	GRADE	S	CHOO	_ %	С	OUNTY	′ %	5	STATE	%
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3	2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6	2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	5.4	65.2	29.4	≤5.0	55.1	42.2	15.4	61.2	23.4	В 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	≤5.0	62.9	32.0	≤5.0	56.9	40.9	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*	16.5	28.9	54.6
										2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
										4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
										2014	*	*	*	*	*	*	11.9	24.3	63.8
										5 2015	*	*	*	*	*	*	16.4	29.9	53.7
										2014	*	*	*	*	*	*	11.4	25.0	63.6
										6 2015	*	*	*	*	*	*	16.8	24.6	58.6
										2014	*	*	*	*	*	*	13.3	23.5	63.2
										7 2015	*	*	*	*	*	*	10.9	22.8	66.3
										2014	*	*	*	*	*	*	12.2	21.0	66.9
										8 2015	*	*	*	*	*	*	13.2	28.8	58.0
										2014	*	*	*	*	*	*	12.6	24.6	62.8
										E 2015	*	*	*	*	*	*	19.0	27.7	53.3
										2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Calvert High

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance l	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	257	36	14.0	44	17.1	62	24.1	78	30.4	37	14.4
Algebra I	178	15	8.4	81	45.5	73	41.0	9	5.1	*	≤5.0
Algebra II	239	169	70.7	63	26.4	*	≤5.0	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

* 18.8 26.6 54.5

Science

	Schoo	ol C	ounty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2	014 2015	2014	2015	2014	Teacher Qualifications 2	2015	2014	2015	2014	2015	2014
Elementary	*	* ≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0 ≥ 9	5.0 ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 22	2.2	19.2	12.1	11.0	27.4	27.2
High	*	* 94.0	94.5	92.4	92.7	Advanced Professional 77	7.8	80.8	85.9	88.1	65.2	65.5
						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qu	alifie	d teach	iers			
Class of 2014 (4-Year Rate)		*	94.09		86.39	All Quartiles	4.9	2.1	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70	22.00	Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
,						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty	*	*	*	*	17.7	15.7

												ndary Low Poverty ndary High Poverty	,		*	*	8.9 *	9.1	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL			OUNTY			STATE				GRADE	S	CHOOL	_ %	С	OUNTY			STATE	
5 2015	*	*	*		63.3			53.9	9.5			5 2015	*	*	*	*	*	*		40.8	
2014	*	*	*	18.4		15.9		54.9	9.3			2014	*	*	*	*	*	*		42.5	
8 2015		74.0	≤5.0		76.1			61.7	6.4			8 2015	*	*	*	*	*	*		37.6	
2014	17.6	75.5	6.9 *			11.4		62.8	6.6			2014	*	*			*	*		41.0	39.2
*B 2015 2014	*	*	*		55.1			61.2				B 2015	*	*	*	*	*	*		37.5	34.0
2014				≥5.0	56.9	40.9	15.4	61.7	22.9			2014					·		26.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	8.3	66.7	25.0			51.6
												4 2015	*	*	*	20.0	46.7			33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
																*	*				
												3 2015	*	*	*			*			54.6
												2014 4 2015	*	*	*		8.3 33.3	58.3		26.5 28.1	63.2
												2014	*	*	*	*	*	*		24.3	
												5 2015	*	*	*	*	*	*			53.7
												2014	*	*	*	*	*	*			63.6
												6 2015	*	*	*	*	*	*			58.6
												2014	*	*	*	*	*	*	13.3		
												7 2015	*	*	*	*	*	*			66.3
												2014	*	*	*	*	*	*			66.9
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0
												2014	*	*	*	*	*	*	12.6	24.6	62.8
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Calvert Middle

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	181	32	17.7	45	24.9	59	32.6	44	24.3	*	≤5.0
English/Language Arts 7	195	30	15.4	45	23.1	51	26.2	57	29.2	12	6.2
English/Language Arts 8	206	38	18.4	32	15.5	54	26.2	71	34.5	11	5.3
Mathematics 6	183	27	14.8	63	34.4	54	29.5	38	20.8	*	≤5.0
Mathematics 7	123	16	13.0	51	41.5	47	38.2	9	7.3	*	≤5.0
Mathematics 8	104	43	41.3	40	38.5	20	19.2	*	≤5.0	*	≤5.0
Algebra I	115	*	≤5.0	19	16.5	49	42.6	45	39.1	*	≤5.0
Algebra II	61	4	6.6	15	24.6	28	45.9	14	23.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

* 18.8 26.6 54.5

	Scl	nool	Count	ty	Sta	ate		Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014 2	015 2	2014	2015	2014	Teacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	*	* ≥9	95.0 ≥	95.0	95.4	95.7	% of certificates:						
Middle	*	* ≥9	95.0 ≥	95.0	95.0	95.4	Standard Professional	*	*	12.1	11.0	27.4	27.2
High	*	* 9	94.0	94.5	92.4	92.7	Advanced Professional	*	*	85.9	88.1	65.2	65.5
		_					Resident Teacher	*	*	0.0	0.0	1.1	0.7
							Conditional Teacher	*	*	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	lified	l teach	ers			
Class of 2014 (4-Year Rate)		*	94	4.09		86.39	All Quartiles	*	*	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95			88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,							Elementary High Poverty	*	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	*	*	*	*	17.7	15.7

												ndary Low Poverty ndary High Poverty	•		*	*	8.9 *	9.1	6.7 17.7	6.0 15.7	
	MS	SA Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %		OUNTY			STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	′%		STATE	
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	18.4	65.7	15.9		54.9	9.3			2014	*	*	*	*	*	*			37.9
8 2015	*	*	*	14.3	76.1			61.7	6.4			8 2015	*	*	*	*	*	*			38.4
2014	*	*	*	12.3	76.3	11.4		62.8	6.6			2014	*	*	*	*	*	*	19.8		39.2
*B 2015	*	*	*	≤5.0				61.2				B 2015	*	*	*	*	*	*			30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												2 2245	•	*	*	*	*	*	40.0	20.4	40.0
												3 2015 2014	*	*	*					38.4	42.3 51.6
												4 201 5	*	*	*	8.3 20.0		25.0 33.3			46.1
												2014	*	*	*	*	*	*			51.4
												5 2015	*	*	*	*	*	*		35.7	
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*			53.7
												2014	*	*	*	*	*	*		25.0	
												6 2015	*	*	*	*	*	*		24.6	
												2014	*	*	*	*	*	*		23.5	
												7 2015	*	*	*	*	*	*		22.8	
												2014	*	*	*	*	*	*		21.0	
												8 2015	*	*	*	*	*	*		28.8	
												2014	*	*	*	*	*	*		24.6	
												E 2015		•		Ţ	•	•	19.0	27.7	55.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Career and Technology Academy

PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

* 18.8 26.6 54.5

	School	Co	unty	Sta	ate	Si	chool	Co	unty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20:	L4 2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 29.6	21	.4 12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 70.4	78	.6 85.9	88.1	65.2	65.5
8						Resident Teacher 0.0	0	.0 0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	.0 1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 0.	0	3.6 6.	3 5.3	8.4	7.6
Class of 2014 (5-Year Rate)	* ≥	95.00		88.70		Elementary Low Poverty	*	* 1.	3 0.5	2.9	3.0
						Elementary High Poverty	*	*	* *	10.5	11.4
						Secondary Low Poverty	*	* 8.	9 9.1	6.7	6.0
						Secondary High Poverty	*	*	* *	17.7	15.7

										Secondary High Povert			*	*	*	*	17.7	15.7	
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	/ %		STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	;	STATE	%
5 2015	38.1	53.3	8.6	18.7	63.3	17.9	36.7	53.9	9.5	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	31.5	63.9	≤5.0	18.4	65.7	15.9	35.8	54.9	9.3	2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6	2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*	16.5	28.9	54.6
										2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
										4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
										2014	*	*	*	*	*	*	11.9	24.3	63.8
										5 2015	*	*	*	*	*	*	16.4	29.9	53.7
										2014	*	*	*	*	*	*	11.4	25.0	63.6
										6 2015	*	*	*	*	*	*	16.8	24.6	58.6
										2014	*	*	*	*	*	*	13.3	23.5	63.2
										7 2015	*	*	*	*	*	*		22.8	
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*		28.8	
										2014	*	*	*	*	*	*		24.6	
										E 2015	*	*	*	*	*	*		27.7	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Dowell Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	105	17	16.2	21	20.0	27	25.7	36	34.3	*	≤5.0
English/Language Arts 4	105	13	12.4	18	17.1	32	30.5	38	36.2	*	≤5.0
English/Language Arts 5	104	20	19.2	24	23.1	38	36.5	22	21.2	*	≤5.0
Mathematics 3	105	*	≤5.0	15	14.3	28	26.7	49	46.7	8	7.6
Mathematics 4	105	6	5.7	29	27.6	34	32.4	34	32.4	*	≤5.0
Mathematics 5	103	13	12.6	38	36.9	32	31.1	19	18.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	S	choo	ol	Cou	nty	Sta	te
ttendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	L5 2	014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 12.5	;	4.2	12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 87.5	9	95.8	85.9	88.1	65.2	65.5
5						Resident Teacher 0.0)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0)	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	fied t	teache	ers			
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 0.	.0	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty	*				17.7	15.7

										Secondary High Povert			*	*	*	*	17.7	15.7	
	N/C	`A D	.ficio		ala			D	asic %	Proficient % Advanced %	۸ ۱ ۸		\ Profi			ala.			
00.05				ncy Le											-				0.4
GRADE		CHOOL 61.3			OUNTY	17.9		53.9		GRADE 5 2015	*	CHOOI	_ %	*	OUNTY *	*		40.8	
5 2015 2014		74.8			65.7			54.9	9.3	2014	*	*	*	*	*	*		42.5	
8 2015	±3.0	*	*		76.1			61.7	6.4	8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*	12.3		11.4	30.6		6.6	2014	*	*	*	*	*	*		41.0	
*B 2015	*	*	*	≤5.0		42.2		61.2		B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*	≤5.0			15.4			2014	*	*	*	*	*	*		37.3	
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0		35.9	
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*		28.9	
										2014	*	*	*	33.3	8.3	58.3		26.5	
										4 2015 2014	*	*	*	20.0	33.3	46.7 *		28.1 24.3	
										5 201 5	*	*	*	*	*	*		29.9	
										2014	*	*	*	*	*	*		25.0	63.6
										6 2015	*	*	*	*	*	*		24.6	
										2014	*	*	*	*	*	*		23.5	
										7 2015	*	*	*	*	*	*		22.8	
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*		28.8	
										2014	*	*	*	*	*	*		24.6	
										E 2015	*	*	*	*	*	*	19.0	27.7	53.3
										2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Huntingtown Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	80	5	6.3	9	11.3	19	23.8	43	53.8	*	≤5.0
English/Language Arts 4	82	5	6.1	5	6.1	26	31.7	42	51.2	*	≤5.0
English/Language Arts 5	93	6	6.5	13	14.0	22	23.7	51	54.8	*	≤5.0
Mathematics 3	81	5	6.2	7	8.6	20	24.7	43	53.1	6	7.4
Mathematics 4	82	*	≤5.0	14	17.1	28	34.1	35	42.7	*	≤5.0
Mathematics 5	93	*	≤5.0	9	9.7	28	30.1	46	49.5	8	8.6

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Sch	nool	Cou	nty	Sta	te
ttendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 8.3	10.0	12.1	11.0	27.4	27.2
High	94.4 ≥ 95.0	94.0	94.5	92.4	92.7	Advanced Professional 90.3	90.0	85.9	88.1	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 1.4	0.0	1.6	0.4	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly qualifie	ed teacl	ners			
Class of 2014 (4-Year Rate)	≥ 95.00		94.09		86.39	All Quartiles 12.7	11.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)		≥ 95.00		88.70		Elementary Low Poverty *	*	1.3	0.5	2.9	3.0
,						Elementary High Poverty *	*	*	*	10.5	11.4
						Secondary Low Poverty *	*	8.9	9.1	6.7	6.0
						Secondary High Poverty *	*	*	*	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
	MS	Δ Pro	oficier	ncv I e	vels			В	asic %	Proficient %	Advanced %		Δlt	-MSA	\ Profi	icienc	v I ev	els				
GRADE		CHOOL		-	OUNTY	<i>r</i> 0/		STATE				GRADE		CHOOL			OUNTY		,	STATE 9	0/	
5 2015	*	*	- 70 *		63.3			53.9	9.5			5 2015	*	*	_ /0 *	*	*	70 *		40.8		í
2014	*	*	*	18.4		15.9		54.9	9.3			2014	*	*	*	*	*	*		42.5		
8 2015	*	*	*		76.1			61.7	6.4			8 2015	*	*	*	*	*	*		37.6		l
2014	*	*	*					62.8	6.6			2014	*	*	*	*	*	*			39.2	l
*B 2015	≤5.0	52.5	46.6	≤5.0		42.2		61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	≤5.0	47.2	52.1	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
																						1
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	l
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	l
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	l
												2014	*	*	*	*	*	*	13.3	31.9	54.9	l
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	l
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	l
												3 2015	*	*	*	*	*	*	16.5		54.6	
												2014	*	*	*		8.3	58.3			63.2	
												4 2015	*	*	*	20.0	33.3			28.1		
												2014	*	*	*	*	*	*		24.3		
												5 2015	*	*	*	*	*	*	16.4		53.7	l
												2014 6 2015	*	*	*	*	*	*		25.0	63.6	
													*	*	*	*	*	*		24.6		
												2014 7 2015	*	*	*	*	*	*		23.5 22.8		
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7		
												2014	*	*	*	*	*	*	10 0	26.6	E4 E	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Huntingtown High School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	339	41	12.1	49	14.5	57	16.8	132	38.9	60	17.7
Algebra I	168	9	5.4	46	27.4	71	42.3	42	25.0	*	≤5.0
Algebra II	288	149	51.7	92	31.9	41	14.2	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	17.9	14.8	12.1	11.0	27.4	27.2
High	*	*	94.0	94.5	92.4	92.7	Advanced Professional	82.1	85.2	85.9	88.1	65.2	65.5
5							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly q	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles	4.1	2.2	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	2	95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
							Elementary High Poverty	*	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	*	*	*	*	17.7	15.7

												idary Low Poverty idary High Poverty			*	*	8.9 *	9.1 *	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	A Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	COUNTY	/ %	5	STATE	%			GRADE	S	CHOO	L %	С	OUNTY	′ %	5	STATE 9	%
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	15.6	77.8	6.7	14.3	76.1	9.6	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	16.1	74.5	9.4	12.3	76.3	11.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*	13.3	23.5	63.2
												7 2015	*	*	*	*	*	*	10.9	22.8	66.3
												2014	*	*	*	*	*	*	12.2	21.0	66.9
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0
												2014	*	*	*	*	*	*	12.6	24.6	62.8
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mill Creek Middle

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	184	37	20.1	44	23.9	59	32.1	44	23.9	*	≤5.0
English/Language Arts 7	177	27	15.3	42	23.7	58	32.8	44	24.9	*	≤5.0
English/Language Arts 8	178	14	7.9	41	23.0	51	28.7	63	35.4	9	5.1
Mathematics 6	184	21	11.4	51	27.7	67	36.4	45	24.5	*	≤5.0
Mathematics 7	138	15	10.9	56	40.6	58	42.0	9	6.5	*	≤5.0
Mathematics 8	106	20	18.9	49	46.2	32	30.2	*	≤5.0	*	≤5.0
Algebra I	68	*	≤5.0	*	≤5.0	23	33.8	40	58.8	*	≤5.0
Algebra II	43	*	≤5.0	17	39.5	22	51.2	3	7.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

* 18.8 26.6 54.5

	School	Co	unty	St	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015 20:	4 2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	* ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 23.1	20.0	12.1	11.0	27.4	27.2
High	*	94.0	94.5	92.4	92.7	Advanced Professional 76.9	80.0	85.9	88.1	65.2	65.5
5						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)		:	94.09		86.39	All Quartiles 3.7	3.8	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00	2	88.70	22.55	Elementary Low Poverty *	: 4	1.3	0.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						Elementary High Poverty *	: *	*	*	10.5	11.4
						Secondary Low Poverty *	: 4	8.9	9.1	6.7	6.0
						Secondary High Poverty	: 3	*		17.7	15.7

											y High Poverty			*	*	*	*	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNT		;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	′ %	5	STATE	%
5 2015	12.6	62.1	25.3	18.7	63.3	17.9	36.7	53.9	9.5		5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	7.3	57.3	35.5	18.4	65.7	15.9	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
											4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
											2014	*	*	*	*	*	*	14.7	33.9	51.4
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											1									
											3 2015	*	*	*	*	*	*	16.5	28.9	54.6
											2014	*	*	*	33.3	8.3	58.3		26.5	
											4 2015	*	*	*		33.3			28.1	
											2014	*	*	*	*	*	*		24.3	
											5 2015	*	*	*	*	*	*			53.7
											2014	*	*	*	*	*	*		25.0	63.6
											6 2015	*	*	*	*	*	*		24.6	
											2014	*	*	*	*	*	*		23.5	
											7 2015	*	*	*	*	*	*		22.8	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		24.6 27.7	
											E 2015							19.0	21.7	33.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mount Harmony Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	76	9	11.8	*	≤5.0	13	17.1	43	56.6	8	10.5
English/Language Arts 4	77	6	7.8	11	14.3	20	26.0	35	45.5	5	6.5
English/Language Arts 5	94	*	≤5.0	6	6.4	21	22.3	52	55.3	14	14.9
Mathematics 3	77	6	7.8	4	5.2	12	15.6	46	59.7	9	11.7
Mathematics 4	77	4	5.2	11	14.3	22	28.6	37	48.1	*	≤5.0
Mathematics 5	95	*	≤5.0	10	10.5	27	28.4	53	55.8	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	St	ate	Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 0.0	8.7	12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 100.0	91.3	85.9	88.1	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	d teach	ners			
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 0.0	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00	55	88.70	00.55	Elementary Low Poverty *	*	1.3	0.5	2.9	3.0
(Elementary High Poverty *	*	*	*	10.5	11.4
						Secondary Low Poverty *	*	8.9	9.1	6.7	6.0
						Secondary High Poverty *	*	*	*	17.7	15.7

										Secondary High Povert			*	*	*	*	17.7	15.7	
	MS	A Pro	oficier	ncv Le	vels			В	Basic %	Proficient % Advanced %	Alt	-MSA	\ Profi	icienc	v Lev	els			
GRADE		CHOOL		-	OUNTY	/ %		STATE	0/2	GRADE		CHOOL			, OUNTY		9	STATE	0/2
5 2015		64.4			63.3			53.9		5 2015	*	*	*	*	*	*		40.8	
2014		65.0		18.4	65.7			54.9	9.3	2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*		76.1			61.7		8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*	12.3	76.3			62.8	6.6	2014	*	*	*	*	*	*			39.2
*B 2015	*	*	*	≤5.0		42.2			23.4	B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*	≤5.0	56.9		15.4			2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*			54.6
										2014	*	*	*	33.3	8.3	58.3			63.2
										4 2015	*	*	*	20.0	33.3			28.1	
										2014	•	•		•	*	*		24.3	63.8
										5 2015 2014	*	*	*	*	*	*	16.4 11.4	29.9 25.0	53.7 63.6
										6 2015	*	*	*	*	*	*			58.6
										2014	*	*	*	*	*	*		23.5	
										7 2015	*	*	*	*	*	*		22.8	
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*		28.8	
										2014	*	*	*	*	*	*		24.6	
										E 2015	*	*	*	*	*	*		27.7	
										2014	*	*	*	*	*	*		26.6	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mutual Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	62	*	≤5.0	9	14.5	14	22.6	34	54.8	*	≤5.0
English/Language Arts 4	76	6	7.9	10	13.2	19	25.0	39	51.3	*	≤5.0
English/Language Arts 5	72	5	6.9	14	19.4	25	34.7	28	38.9	*	≤5.0
Mathematics 3	62	*	≤5.0	9	14.5	17	27.4	31	50.0	*	≤5.0
Mathematics 4	76	*	≤5.0	13	17.1	16	21.1	42	55.3	*	≤5.0
Mathematics 5	72	*	≤5.0	16	22.2	24	33.3	29	40.3	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scl	nool	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 13.0	14.1	12.1	11.0	27.4	27.2
High	94.7	94.8	94.0	94.5	92.4	92.7	Advanced Professional 84.1	81.7	85.9	88.1	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 2.9	2.8	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed tea	chers			
Class of 2014 (4-Year Rate)		93.84		94.09		86.39	All Quartiles 9.6	8	1 6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	94.38	≥	95.00		88.70		Elementary Low Poverty *		* 1.3	0.5	2.9	3.0
							Elementary High Poverty *		* *	*	10.5	11.4
							Secondary Low Poverty *		* 8.9	9.1	6.7	6.0
							Secondary High Poverty *		* *	*	17.7	15.7

												ndary Low Poverty Indary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els				
GRADE	SC	CHOOL	. %	С	OUNTY	′ %	;	STATE	%			GRADE	S	CHOOL	- %	С	OUNTY	%	5	STATE 9	%	
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9	
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9	
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4	
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2	
*B 2015	≤5.0	46.8	51.8	≤5.0	55.1	42.2	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	≤5.0	51.7	47.1	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2	
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5	
												2014	*	*	*	*	*	*	11.9	24.3	63.8	
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7	
												2014	*	*	*	*	*	*	11.4	25.0	63.6	
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6	
												2014	*	*	*	*	*	*	13.3	23.5	63.2	
												7 2015	*	*	*	*	*	*	10.9	22.8	66.3	
												2014	*	*	*	*	*	*	12.2	21.0	66.9	
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0	
												2014	*	*	*	*	*	*	12.6	24.6	62.8	
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3	
												2014	*	*	*	*	*	*	18.8	26.6	54.5	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Northern High

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	383	43	11.2	57	14.9	81	21.1	127	33.2	75	19.6
Algebra I	167	17	10.2	66	39.5	71	42.5	13	7.8	*	≤5.0
Algebra II	279	144	51.6	98	35.1	35	12.5	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School		County		Sta	ate		School		County		State	
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2	015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 6	5.3	8.8	12.1	11.0	27.4	27.2
High	*	*	94.0	94.5	92.4	92.7	Advanced Professional 90	0.6	91.2	85.9	88.1	65.2	65.5
							Resident Teacher C	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	3.1	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	alifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles	6.3	9.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
,,							Elementary High Poverty	*	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	*	*	*	*	17.7	15.7

												econdary Low Poverty econdary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
MSA Proficiency Levels							В	Basic % Proficient % Advanced %					Alt-MSA Proficiency Levels									
GRADE		SCHOOL % COUNTY %					STATE	0/2			GRADE	SCHOOL %				OUNTY		STATE %				
5 2015	*	*	*		63.3			53.9	9.5			5 201 5	*	*	*	*	*	*		40.8		
2014	*	*	*	18.4		15.9	35.8		9.3			2014	*	*	*	*	*	*		42.5		
8 2015	8.1	78.0	13.9	14.3	76.1	9.6	31.9		6.4			8 2015	*	*	*	*	*	*			38.4	
2014	6.3		14.8	12.3	76.3	11.4		62.8	6.6			2014	*	*	*	*	*	*		41.0	39.2	
*B 2015	*	*	*	≤5.0		42.2		61.2				B 2015	*	*	*	*	*	*			30.6	
2014	*	*	*	≤5.0	56.9	40.9		61.7				2014	*	*	*	*	*	*		37.3	34.0	
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*		28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3			63.2	
												4 2015	•		*	20.0	33.3	46.7		28.1		
												2014	*	*	*	*	*	*			63.8	
												5 2015 2014	*	*	*	*	*	*		29.9	53.7 63.6	
												6 2015	*	*	*	*	*	*		25.0 24.6		
												2014	*	*	*	*	*		13.3			
												7 2015	*	*	*	*	*		10.9			
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7		
												2014	*	*	*	*	*	*			54.5	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Northern Middle

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	70			Count	%	Count	%	Count	%	
English/Language Arts 6	242	*	≤5.0	34	14.0	68	28.1	124	51.2	13	5.4
English/Language Arts 7	204	16	7.8	22	10.8	56	27.5	78	38.2	32	15.7
English/Language Arts 8	219	16	7.3	30	13.7	57	26.0	93	42.5	23	10.5
Mathematics 6	242	*	≤5.0	57	23.6	79	32.6	93	38.4	*	≤5.0
Mathematics 7	133	9	6.8	28	21.1	72	54.1	24	18.0	*	≤5.0
Mathematics 8	101	7	6.9	24	23.8	54	53.5	16	15.8	*	≤5.0
Algebra I	124	*	≤5.0	7	5.6	49	39.5	68	54.8	*	≤5.0
Algebra II	64	*	≤5.0	11	17.2	35	54.7	17	26.6	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate	S	chool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	cations 201	5 201	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	essional 19.5	33.3	12.1	11.0	27.4	27.2
High	*	*	94.0	94.5	92.4	92.7	essional 80.5	66.7	85.9	88.1	65.2	65.5
3							ner 0.0	0.0	0.0	0.0	1.1	0.7
							acher 0.0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							T taught by highly quali	ied tea	chers			
Class of 2014 (4-Year Rate)		*		94.09		86.39	0.	0 0	.0 6. 3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		ow Poverty	*	* 1.3	0.5	2.9	3.0
							ligh Poverty	*	* *	*	10.5	11.4
							w Poverty	*	* 8.9	9.1	6.7	6.0
							gh Poverty	*	* *	* *	17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	evels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	COUNTY	/ %		STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	32.1	58.5	9.4	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	24.6	66.4	9.0	18.4	65.7	15.9	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*	13.3	23.5	63.2
												7 2015	*	*	*	*	*	*	10.9	22.8	66.3
												2014	*	*	*	*	*	*	12.2	21.0	66.9
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0
												2014	*	*	*	*	*	*	12.6	24.6	62.8
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3
																				20.0	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Patuxent Appeal Elementary Campus

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not yet meet expectations Count %		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	138	32	23.2	36	26.1	35	25.4	34	24.6	*	≤5.0
English/Language Arts 4	109	11	10.1	23	21.1	37	33.9	32	29.4	6	5.5
English/Language Arts 5	105	16	15.2	19	18.1	34	32.4	36	34.3	*	≤5.0
Mathematics 3	137	15	10.9	35	25.5	39	28.5	44	32.1	*	≤5.0
Mathematics 4	110	11	10.0	38	34.5	38	34.5	22	20.0	*	≤5.0
Mathematics 5	105	17	16.2	41	39.0	34	32.4	12	11.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sc	hool	Co	unty	St	ate	S	choo	ı	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	L5 20	014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 16.1	. 1	5.3	12.1	11.0	27.4	27.2
High	93.4	94.2	94.0	94.5	92.4	92.7	Advanced Professional 75.0	8	3.1	85.9	88.1	65.2	65.5
	30			55			Resident Teacher 0.0)	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 5.4	ı ı	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualit	fied t	eache	ers			
Class of 2014 (4-Year Rate)		92.41		94.09		86.39	All Quartiles 13.	.6	5.7	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	94.10		≥ 95.00	303	88.70	00.55	Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	*	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	*		*	-	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
	MS	Δ Pro	oficier	ncv I e	vels			В	asic %	Proficient %	Advanced %		Δlt	-MSA	\ Profi	icienc	v I ev	els				
GRADE		CHOOL		-	OUNTY	<i>r</i> 0/		STATE				GRADE		CHOOL			OUNTY		,	STATE 9	0/	
5 2015	*	*	- 70 *		63.3			53.9	9.5			5 2015	*	*	_ /0 *	*	*	70 *		40.8		ĺ
2014	*	*	*	18.4		15.9	35.8		9.3			2014	*	*	*	*	*	*		42.5		
8 2015	*	*	*		76.1			61.7	6.4			8 2015	*	*	*	*	*	*		37.6		
2014	*	*	*		76.3			62.8	6.6			2014	*	*	*	*	*	*			39.2	
*B 2015	≤5.0	59.5	37.8	≤5.0		42.2		61.2				B 2015	*	*	*	*	*	*			30.6	
2014	≤5.0	72.3	25.8	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
																						1
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	ı
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	l
												3 2015	*	*	*	*	*	*	16.5		54.6	
												2014	*	*	*		8.3	58.3			63.2	
												4 2015	*	*	*	20.0	33.3			28.1		
												2014	•	•	*		*	*		24.3		
												5 2015 2014	*	*	*	*	*	*	16.4		53.7	
												6 2015	*	*	*	*	*	*		25.0 24.6	63.6	
												2014	*	*	*	*	*	*		23.5		
												7 2015	*	*	*	*	*	*		23.5 22.8		
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7		
												2014	*	*	*	*	*	*	100	26.6	E4 E	ı

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Patuxent High

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not yet meet expectations Count %		Partial expect	•	Approa expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 10	262	17	6.5	50	19.1	64	24.4	95	36.3	36	13.7
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*
Algebra I	146	8	5.5	59	40.4	64	43.8	15	10.3	*	≤5.0
Algebra II	229	107	46.7	86	37.6	32	14.0	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	S	chool		Count	ty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20	14 20	15	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 11.5	4	4.5 1 3	2.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 88.5	95	5.5 8 !	5.9	88.1	65.2	65.5
						Resident Teacher 0.0	(0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	(0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	fied te	eachers				
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 3.	8	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	* ;	≥ 95.00	55	88.70	00.55	Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
,						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty					17.7	15.7

												indary Low Poverty indary High Poverty			*	*	8.9 *	9.1 *	6.7 17.7	6.0 15.7		
																						_
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els				
GRADE	S	CHOOL	. %	С	OUNTY	/ %	9	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	′ %	9	STATE 9	%	
5 2015	16.8	64.0	19.2	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9	
2014	21.6	60.8	17.5	18.4	65.7	15.9	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9	
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4	
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2	
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3		26.5		
												4 2015	*	*	*	20.0	33.3	46.7		28.1		
												2014	*	*	*	*	*	*		24.3		
												5 2015	*			*		*		29.9	53.7	
												2014	*	·	•	*	·	*		25.0	63.6	
												6 2015	•		•	*				24.6		
												2014	*	, ,			, ,	÷		23.5		
												7 2015	*	*	*	*	*	*			66.3	
												2014	*	*	*	т *	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8 24.6		
												2014 E 2015	*	*	*	*	*	*		24.6 27.7		
												E 2015				44			13.0	21.1	55.5	ı

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Plum Point Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not yet meet expectations		Partial expect	•	Appro expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	85	13	15.3	15	17.6	22	25.9	31	36.5	*	≤5.0
English/Language Arts 4	92	5	5.4	*	≤5.0	23	25.0	46	50.0	14	15.2
English/Language Arts 5	125	8	6.4	18	14.4	42	33.6	50	40.0	7	5.6
Mathematics 3	85	16	18.8	12	14.1	24	28.2	32	37.6	*	≤5.0
Mathematics 4	92	5	5.4	8	8.7	24	26.1	53	57.6	*	≤5.0
Mathematics 5	125	12	9.6	29	23.2	40	32.0	41	32.8	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

18.8 26.6 54.5

Science

	Schoo	ol C	ounty	St	ate	S	choo	C	ounty	Sta	ite
Attendance Rate %	2015 2	014 201	2014	2015	2014	Teacher Qualifications 201	.5 20	14 201	2014	2015	2014
Elementary	*	* ≥ 95.0) ≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0 ≥ 95	5.0 ≥ 95. 0) ≥ 95.0	95.0	95.4	Standard Professional 3.1	. :	3.0 12.	l 11.0	27.4	27.2
High	*	* 94.0	94.5	92.4	92.7	Advanced Professional 96.9	9	7.0 85.	88.1	65.2	65.5
Ü						Resident Teacher 0.0		0.0	0.0	1.1	0.7
						Conditional Teacher 0.0		0.0 1.	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualit	fied t	eachers			
Class of 2014 (4-Year Rate)		*	94.09		86.39	All Quartiles 0.	0	0.0	.3 5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	* 1	.3 0.5	2.9	3.0
,,						Elementary High Poverty	*	*	* *	10.5	11.4
						Secondary Low Poverty	*	* 8	.9 9.1	6.7	6.0
						Secondary High Poverty	*	*	* *	17.7	15.7

												Low Poverty High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
	MS	A Pro	ficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL	. %	С	OUNTY	′%	:	STATE	%			GRADE	SC	CHOOL	. %	С	OUNTY	%	5	STATE 9	%	
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9	
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9	
8 2015	13.2	76.8	10.0	14.3	76.1	9.6	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4	
2014	8.9	80.5	10.6	12.3	76.3	11.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2	
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2	
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5	
												2014	*	*	*	*	*	*	11.9	24.3	63.8	
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7	
												2014	*	*	*	*	*	*	11.4	25.0	63.6	
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6	
												2014	*	*	*	*	*	*	13.3	23.5	63.2	
												7 2015	*	*	*	*	*	*	10.9	22.8	66.3	
												2014	*	*	*	*	*	*	12.2	21.0	66.9	
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0	
												2014	*	*	*	*	*	*	12.6	24.6	62.8	
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Plum Point Middle

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	241	*	≤5.0	20	8.3	61	25.3	131	54.4	27	11.2
English/Language Arts 7	240	13	5.4	27	11.3	68	28.3	96	40.0	36	15.0
English/Language Arts 8	219	16	7.3	22	10.0	49	22.4	106	48.4	26	11.9
Mathematics 6	241	*	≤5.0	54	22.4	99	41.1	77	32.0	*	≤5.0
Mathematics 7	171	10	5.8	54	31.6	81	47.4	26	15.2	*	≤5.0
Mathematics 8	93	21	22.6	43	46.2	25	26.9	*	≤5.0	*	≤5.0
Algebra I	125	*	≤5.0	11	8.8	50	40.0	64	51.2	*	≤5.0
Algebra II	72	5	6.9	16	22.2	31	43.1	20	27.8	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	12.9	16.7	12.1	11.0	27.4	27.2
High	*	*	94.0	94.5	92.4	92.7	Advanced Professional	83.9	83.3	85.9	88.1	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	3.2	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by high	hly qualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles	5.8	6.9	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
, ,							Elementary High Poverty	*	*	*	*	10.5	11.4
							Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
							Secondary High Poverty	*	*	*	*	17.7	15.7

												ndary Low Poverty ndary High Poverty			*	*	8.9 *	9.1	6.7 17.7	6.0 15.7		
		. A. D	<i>c</i> · . ·						:- 0/	Durfininut 0/	0 duna d 0/				D 6							
			oficier	•					asic %	Proficient %	Advanced %				\ Profi		-					
GRADE		CHOOL			OUNTY			STATE				GRADE		CHOOL		C	OUNTY			STATE 9		
5 2015	*	*	*		63.3		36.7		9.5			5 2015	*	*	*	*	*	*		40.8		
2014	*	*	*	18.4		15.9	35.8		9.3			2014	*	*	*	*	*	*		42.5		
8 2015		74.5	11.4		76.1	9.6		61.7	6.4			8 2015	*	*	*	*	*	*		37.6		
2014		72.0	12.9			11.4		62.8	6.6			2014		·	•	*	<u> </u>	*			39.2	
*B 2015	*	•	*		55.1		15.4	61.2				B 2015	•	•			•	•		37.5		
2014		Ť	Ť	≤5.0	56.9	40.9	15.4	61.7	22.9			2014	Ť	Ť		Ŧ	T	Ŧ	28.7	37.3	34.0	l
												3 2015	*	*	*	*	*	*	19.3	20 /	42.3	
												2014	*	*	*	8.3	66.7	25.0	12.5		51.6	
												4 2015	*	*	*	20.0	46.7	33.3	20.4		46.1	
												2014	*	*	*	*	*	*	14.7		51.4	
												5 2015	*	*	*	*	*	*	23.8		40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3	10.3		63.2	
												4 2015	*	*	*	20.0	33.3	46.7		28.1		
												2014	*	*	*	*	*	*			63.8	
												5 2015 2014	*	*	*	*	*	*		29.9	53.7	
												6 2015	*	*	*	*	*	*		25.0 24.6		
												2014	*	*	*	*	*	*	13.3			
												7 2015	*	*	*	*	*		10.9			
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7		
												2014	*	*	*	*	*	*	18.8	26.6	54.5	ı

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Southern Middle

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	167	14	8.4	37	22.2	54	32.3	58	34.7	*	≤5.0
English/Language Arts 7	182	26	14.3	41	22.5	44	24.2	57	31.3	14	7.7
English/Language Arts 8	149	18	12.1	23	15.4	50	33.6	47	31.5	11	7.4
Mathematics 6	165	17	10.3	45	27.3	57	34.5	42	25.5	*	≤5.0
Mathematics 7	131	18	13.7	56	42.7	51	38.9	*	≤5.0	*	≤5.0
Mathematics 8	77	19	24.7	39	50.6	18	23.4	*	≤5.0	*	≤5.0
Algebra I	86	*	≤5.0	17	19.8	39	45.3	27	31.4	*	≤5.0
Algebra II	37	2	5.4	12	32.4	15	40.5	8	21.6	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	\$	Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	Teacher Qualifications 203	15 2	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	* ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 0.0)	3.8	12.1	11.0	27.4	27.2
High	*	* 94.0	94.5	92.4	92.7	Advanced Professional 100.0)	96.2	85.9	88.1	65.2	65.5
5						Resident Teacher 0.0)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0)	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	fied					
Class of 2014 (4-Year Rate)			94.09		86.39	All Quartiles 0	.0	3.9	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty	*		*	*	17.7	15.7

										Secondary Low Pover Secondary High Pover			*	*	8.9 *	9.1 *	6.7 17.7	6.0 15.7	
	MS	SA Pro	oficier	ncy Le	vels				asic %	Proficient % Advanced %	Alt	t-MSA	A Profi	icienc	y Lev	els			
GRADE		CHOOL			OUNT			STATE	%	GRADE	S	CHOO	L %	С	OUNTY	′ %		STATE	
5 2015	21.1	52.1	26.8	18.7	63.3	17.9	36.7	53.9	9.5	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	20.2	62.8	17.0	18.4	65.7	15.9	35.8	54.9	9.3	2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6	2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4	В 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015		*	*	*	*	*			54.6
										2014		*	*	33.3	8.3	58.3			63.2
										4 2015	*	*	*	20.0	33.3	46.7		28.1	
										2014		*	*	*	*	*		24.3	
										5 2015		*	*	*	*	*		29.9	53.7
										2014		*	*	*	*	*		25.0	63.6
										6 2015	*	*	*	*	*	*			58.6
										2014		*	*	*	*	*		23.5	63.2
										7 2015		*	*	*	*	*		22.8	66.3
										2014		*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*		28.8	
										2014	*	*	*	*	*	*		24.6	
										E 2015		*	*	*	*	*		27.7	
										2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

St Leonard Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	64	12	18.8	10	15.6	19	29.7	23	35.9	*	≤5.0
English/Language Arts 4	80	*	≤5.0	16	20.0	27	33.8	29	36.3	*	≤5.0
English/Language Arts 5	71	*	≤5.0	18	25.4	24	33.8	24	33.8	*	≤5.0
Mathematics 3	63	6	9.5	16	25.4	21	33.3	19	30.2	*	≤5.0
Mathematics 4	80	9	11.3	20	25.0	31	38.8	20	25.0	*	≤5.0
Mathematics 5	71	6	8.5	21	29.6	22	31.0	18	25.4	4	5.6

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

* 18.8 26.6 54.5

	School	Co	unty	Sta	ate	S	choc	ol	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 2	014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 3.2		3.3	12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 93.5	9	96.7	85.9	88.1	65.2	65.5
5						Resident Teacher 0.0)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 3.2		0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	fied	teach	ers			
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 3.	1	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty	*	*	*	*	17.7	15.7

										Secondary High Pover			*	*	*	*	17.7	15.7	
	MS	SA Pro	oficier	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	t-MSA	\ Profi	cienc	y Lev	els			
GRADE		CHOOL			OUNT			STATE		GRADE		CHOO	_ %	С	OUNTY	′ %		STATE ^o	
5 2015		63.5			63.3			53.9		5 2019		*	*	*	*	*		40.8	
2014		71.4			65.7			54.9	9.3	2014		*	*	*	*	*		42.5	
8 2015	*	*	*		76.1			61.7		8 2015		*	*	*	*	*		37.6	
2014	*	*	*	12.3	76.3			62.8	6.6	2014		*	*	*	*	*			39.2
*B 2015	*	*	*	≤5.0		42.2			23.4	B 2015		*	*	*	*	*		37.5	
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2019		*	*	*	*	*			42.3
										2014		*	*	8.3		25.0			51.6
										4 2019		*	*	20.0	46.7				46.1
										2014		*	*	*	*	*			51.4
										5 2019		*		•	*			35.7	
										2014		Ţ	*		*	*			40.8
										6 2019		*	*	*	*	*			45.0
										2014 7 201 9		*	*	*	*	*		37.0 31.3	
										2013		*	*	*	*	*			54.9
										8 2015		*	*	*	*	*		39.0	
										2014		*	*	*	*	*		35.7	
										A 2015		*	*	*	*	*			44.3
										2014		*	*	*	*	*		34.3	
										3 2019	*	*	*	*	*	*	16.5	28.9	54.6
										2014		*	*	33.3	8.3	58.3			63.2
										4 2019		*	*		33.3			28.1	
										2014	*	*	*	*	*	*	11.9	24.3	63.8
										5 2015		*	*	*	*	*			53.7
										2014		*	*	*	*	*	11.4	25.0	63.6
										6 2019	*	*	*	*	*	*	16.8	24.6	58.6
										2014	*	*	*	*	*	*	13.3	23.5	63.2
										7 2019	*	*	*	*	*	*		22.8	
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*	13.2	28.8	58.0
										2014	*	*	*	*	*	*	12.6	24.6	62.8
										E 2015	*	*	*	*	*	*	19.0	27.7	53.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sunderland Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	111	6	5.4	20	18.0	21	18.9	51	45.9	13	11.7
English/Language Arts 4	118	*	≤5.0	*	≤5.0	26	22.0	58	49.2	28	23.7
English/Language Arts 5	113	*	≤5.0	7	6.2	24	21.2	73	64.6	*	≤5.0
Mathematics 3	111	*	≤5.0	7	6.3	15	13.5	57	51.4	29	26.1
Mathematics 4	118	*	≤5.0	14	11.9	28	23.7	65	55.1	7	5.9
Mathematics 5	113	*	≤5.0	10	8.8	25	22.1	57	50.4	20	17.7

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	S	Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	15	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 9.4	4	0.0	12.1	11.0	27.4	27.2
High	* *	94.0	94.5	92.4	92.7	Advanced Professional 90.6	6 1	100.0	85.9	88.1	65.2	65.5
5						Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	ified	d teach	ers			
Class of 2014 (4-Year Rate)	*		94.09		86.39	All Quartiles 0	.0	0.0	6.3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
, , ,						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
						Secondary High Poverty	*	*	*	*	17.7	15.7

										Secondary High Povert			*	*	*	*	17.7	15.7	
	MS	A Pro	oficier	ncv Le	evels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		-	COUNTY	/ %		STATE	%	GRADE		CHOOL			OUNTY		,	STATE	%
5 2015		69.2			63.3			53.9		5 2015	*	*	*	*	*	*		40.8	
2014		72.5						54.9	9.3	2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*					61.7		8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*	12.3	76.3			62.8	6.6	2014	*	*	*	*	*	*			39.2
*B 2015	*	*	*	≤5.0		42.2		61.2		B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*	≤5.0			15.4			2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
										4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*	16.5	28.9	54.6
										2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
										4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
										2014	*	*	*	*	*	*		24.3	63.8
										5 2015	*	*	*	*	*	*			53.7
										2014	*	*	*	*	*	*		25.0	63.6
										6 2015	*	*	*	*	*	*			58.6
										2014	*	*	*	*	*	*		23.5	
										7 2015	*	*	*	*	*	*		22.8	
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*		28.8	
										2014 E 2015	*	*	*	*	*	*		24.6 27.7	
										2013	*	*	*	*	*	*		26.6	
										2014							10.0		34.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Windy Hill Elementary

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level					
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Level 5		
		Did not y expect		Partially met Approached expectations expectations			Met expe	ectations	Exceeded expectations			
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 3	109	17	15.6	16	14.7	37	33.9	39	35.8	*	≤5.0	
English/Language Arts 4	95	*	≤5.0	7	7.4	25	26.3	54	56.8	6	6.3	
English/Language Arts 5	130	9	6.9	21	16.2	47	36.2	50	38.5	*	≤5.0	
Mathematics 3	109	13	11.9	20	18.3	20	18.3	52	47.7	*	≤5.0	
Mathematics 4	95	*	≤5.0	20	21.1	26	27.4	45	47.4	*	≤5.0	
Mathematics 5	130	*	≤5.0	14	10.8	43	33.1	65	50.0	7	5.4	

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	hool	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0 ≥	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 5.7	8.1	12.1	11.0	27.4	27.2
High	*	*	94.0	94.5	92.4	92.7	Advanced Professional 88.6	89.2	85.9	88.1	65.2	65.5
0							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 2.9	0.0	1.6	0.4	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed tea	chers			
Class of 2014 (4-Year Rate)		*		94.09		86.39	All Quartiles 11.9	7	.4 6. 3	5.3	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		Elementary Low Poverty *	:	* 1.3	0.5	2.9	3.0
							Elementary High Poverty *	:	* *	*	10.5	11.4
							Secondary Low Poverty *		* 8.9	9.1	6.7	6.0
							Secondary High Poverty *		* *	. *	17.7	15.7

											Sec	condary High Poverty			*	*	*	*	17.7	15.7	•	
	NAC	A D	.ficio		ماميد			D	asic %	Proficient %	Advanced %		۸ ا ـ	NACA	Duck	a: a m a		ala.				
			ficier							Proficient %	Advanced %				\ Profi							
GRADE	*	CHOOL *			OUNTY			STATE				GRADE	*	CHOOL	_ % *	*	OUNTY *	*		STATE 9		
5 2015	*	*	*			17.9		53.9	9.5			5 2015	•	•			•	*		40.8		
2014					65.7		35.8		9.3			2014	*	*	*	*	*	*		42.5		
8 2015	11.2		12.4		76.1			61.7	6.4			8 2015	*	*	*	*	*	*		37.6		
	12.7	/4./ *	*		76.3			62.8	6.6			2014	*	*	*	*	*	*		41.0		
*B 2015 2014	*	*	*			42.2 40.9	15.4	61.2				B 2015 2014	*	*	*	*	*	*		37.5 37.3		
2014				≥3.0	30.9	40.9	15.4	01.7	22.9			2014							20.7	37.3	34.0	
												3 2015	*	*	*	*	*	*	193	38.4	42 3	
												2014	*	*	*	8.3	66.7			35.9		
												4 2015	*	*	*		46.7			33.5		
												2014	*	*	*	*	*	*	14.7		51.4	
												5 2015	*	*	*	*	*	*		35.7		
												2014	*	*	*	*	*	*			40.8	
												6 2015	*	*	*	*	*	*		32.2		
												2014	*	*	*	*	*	*		37.0		
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5	
												2014	*	*	*	*	*	*	13.3	31.9	54.9	
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0	
												2014	*	*	*	*	*	*	17.8	35.7	46.5	
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3	
												2014	*	*	*	*	*	*	22.2	34.3	43.5	
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6	
												2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2	
												4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5	
												2014	*	*	*	*	*	*	11.9	24.3	63.8	
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7	
												2014	*	*	*	*	*	*	11.4	25.0	63.6	
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6	
												2014	*	*	*	*	*	*		23.5		
												7 2015	*	*	*	*	*	*		22.8		
												2014	*	*	*	*	*	*		21.0		
												8 2015	*	*	*	*	*	*		28.8		
												2014	*	*	*	*	*	*		24.6		
												E 2015	*	*	*	*	*	*		27.7		
												2014	*	*	*	*	*	*	18.8	26.6	54 5	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Windy Hill Middle

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level					
		Lev	el 1	Level 2		Lev	el 3	Lev	el 4	Level 5		
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect		
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 6	242	*	≤5.0	26	10.7	76	31.4	111	45.9	27	11.2	
English/Language Arts 7	259	*	≤5.0	22	8.5	63	24.3	137	52.9	28	10.8	
English/Language Arts 8	240	13	5.4	21	8.8	57	23.8	120	50.0	29	12.1	
Mathematics 6	243	*	≤5.0	41	16.9	75	30.9	106	43.6	13	5.3	
Mathematics 7	179	11	6.1	43	24.0	108	60.3	17	9.5	*	≤5.0	
Mathematics 8	93	20	21.5	41	44.1	27	29.0	5	5.4	*	≤5.0	
Algebra I	156	*	≤5.0	14	9.0	73	46.8	65	41.7	*	≤5.0	
Algebra II	70	5	7.1	21	30.0	29	41.4	15	21.4	*	≤5.0	

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations